

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17667 N. 91st Ave., Peoria, AZ 85382

Skyline Technical High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Brian Shipman
 Schedule : 07:30 AM to 04:30 PM
 Grades : 9-12
 Web Address : www.SkylineWest.com
 Phone Number : (623) 875-3175
 Fax Number : (623) 875-9261
 E-mail : skylinewest@skylineths.com

Mission

Skyline West Prep School has a mission to provide excellent and responsive educational services to families and students who seek college and professional career preparation experience, or who seek other postsecondary educational opportunities. All students are prepared for life and community participation through programs that develop character and enrich them technically, socially and intellectually.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To prepare students not only academically but holistically for post post-secondary opportunities and productive careers through skills learned in the classroom, clubs, extracurricular activities and a work exploration program.
- ü To provide for students' discovery of math and science through inquiry, technology and hands-on activities related to their everyday tasks and activities.
- ü To develop each student's communication and critical thinking skills through public presentations, writing exercises, simulations, research, group discussions, problem solving and community resources.

Enrollment

October 1, 2005 School Year Student Enrollment : 168
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 101

Instructional Programs

- ü Instr. Based on AZ State HS Standards
- ü Technology Integrated Classes/Resources
- ü Web Design, Visual Arts, Business
- ü AP Programs
- ü School-to-Work Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Our responsibility is to provide parents with communication via e-mail, mail, phone and meetings, about the progress of their students and their behavior, and to provide students with academic and career goal advising. We distribute policies and procedures, provide a Site Council, Student Council, extracurricular activities and opportunities for parents to be involved in their student's education. We are also responsible to provide a safe and respectful learning environment.

Parents

Our parents have a responsibility to ensure that students attend school regularly and on time, read a minimum of 1 hr/day, be involved in student career plans and goals, support school policies and procedures including behavior and dress code, provide supplies needed for class and provide transportation.

Transportation Policy

SWPS provides some transportation routes utilizing yellow school buses and school vans. Students must wear seatbelts at all times while riding on school transportation. Students must sign and abide by written school policies before riding on school transportation. School transportation is an extension of the school; all school policies are in effect.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Principal's Honor Roll (4.0 GPA), Certificate	
ü National Honor Society Membership, Since 2004	
ü Paskiewicz, Rumbach Memorial Scholarships, since 2001	
ü Jim Alverson Scholarship, Student Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	68	71130	95	89	95	674	667	701	44	53	23	14	16	13	36	28	51	6	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	37	35465	95	93	96	689	672	702	25	49	21	20	19	13	45	27	53	10	5	13
Male	16	31	35648	94	86	94	655	661	701	69	58	24	6	13	12	25	29	50	NA	NA	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	--	22	4241	--	81	90	--	649	679	--	82	39	--	18	19	--	NA	39	--	NA	3
White	30	38	36075	94	93	95	676	678	715	43	37	12	10	13	9	40	45	58	7	5	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	33	63	65268	97	97	98	677	670	705	39	49	19	15	17	12	39	30	54	6	3	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	21	22957	NC	78	93	NC	653	685	NC	71	34	NC	19	17	NC	10	44	NC	NA	5
Non-Economically Disadvantaged	33	47	48173	100	96	96	674	674	709	45	45	17	12	15	11	36	36	55	6	4	18

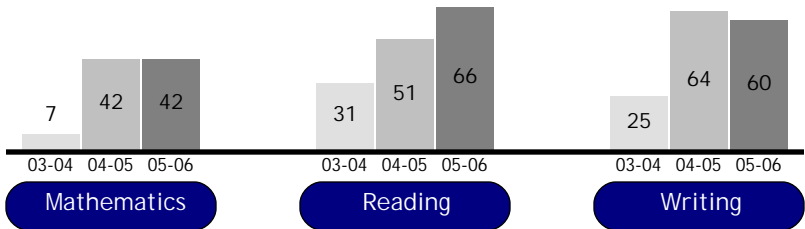
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	66	73018	97	96	97	693	683	703	10	9	6	23	32	23	63	55	64	3	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	37	36181	100	100	97	710	689	708	6	8	4	6	24	21	82	62	65	6	5	9
Male	13	29	36816	93	91	96	671	676	699	15	10	7	46	41	24	38	45	62	NA	3	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	26	4389	--	96	93	--	662	675	--	12	9	--	46	42	--	42	47	--	NA	1
White	23	31	37024	96	94	97	702	707	721	4	3	2	22	19	12	70	68	73	4	10	13
Students with Disabilities	NC	10	7170	NC	91	85	NC	NA	654	NC	NA	23	NC	NA	47	NC	NA	29	NC	NA	1
Students without Disabilities	27	56	65848	100	97	98	697	685	708	7	9	4	22	32	20	67	54	67	4	5	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	25	23912	NC	93	94	NC	666	681	NC	12	10	NC	40	36	NC	48	52	NC	NA	2
Non-Economically Disadvantaged	26	41	49106	100	98	98	698	694	714	8	7	4	23	27	16	65	59	69	4	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	66	72810	97	96	96	672	667	685	13	11	6	27	44	30	57	42	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	37	36111	100	100	97	705	678	695	NA	8	4	18	38	23	76	49	65	6	5	8
Male	13	29	36678	93	91	95	629	653	674	31	14	9	38	52	36	31	34	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	--	26	4370	--	96	92	--	647	670	--	12	9	--	69	39	--	19	50	--	NA	2
White	23	31	36915	96	94	97	676	684	697	13	10	3	22	23	21	61	61	67	4	6	8
Students with Disabilities	NC	10	7071	NC	91	84	NC	NA	634	NC	NA	24	NC	NA	53	NC	NA	21	NC	NA	1
Students without Disabilities	27	56	65739	100	97	98	673	673	689	15	9	4	22	39	27	59	48	62	4	4	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	25	23814	NC	93	94	NC	647	667	NC	16	10	NC	56	41	NC	28	47	NC	NA	2
Non-Economically Disadvantaged	26	41	48996	100	98	97	675	679	693	12	7	4	27	37	24	58	51	64	4	5	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	67	33	NA	42	96	29	29	51	100	46	46	52
	Language	63	31	19	42	96	23	24	50	100	37	41	50
	Mathematics	67	47	35	63	96	23	23	50	100	28	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Instructional Programs
- ü School Improvement
- ü Fundraising and Scholarships
- ü Sports Programs
- ü Technology/ Business/Community Resources
- ü School Safety/Transportation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	9.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	1	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Technology and Science Labs
- ü Internet Connections in Each Classroom
- ü Green House and fitness rooms
- ü Large Multipurpose room

Extracurricular Activities

- ü Interscholastic and intramural athletics
- ü Student Government
- ü Computer Club
- ü National Honor Society Membership
- ü Multi-Cultural Club
- ü Yearbook
- ü Prom

Social Services

- ü World Organization of Webmasters
- ü Skyline Tech HS (East Campus)
- ü Parent/Student Guidance/Resource Center
- ü Educational Workshops Inc.

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Received connectivity grant in 2001 for internet. For 2005-06 all classes have computers with T1 internet connection which provides research and technology integrated classes.
Blade technology provides Inet and programs to 20 computer in lab.
- ü SWPS has received a Federal Stimulus Grant to provide curriculum and educational resources to the school. Grant has provided teachers with tools to teach to Arizona Standards and has provided computers for each classroom.
- ü Skyline West Prep School graduated 56 seniors and had 6 students in National Honor Society. The first interscholastic sports programs were started in '04/'05, including boy's basketball, girls softball, and boy's and girls soccer.
- ü In Nov. 2004, Skyline West had its first annual Paskiewicz Memorial Golf Tourn. which raises scholarship funds for graduating seniors in memeory of one of the original founders. The fund has given over \$5000 in scholarships in the past 5 years.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	71	89	88	73
Graduation Rate ⁶	70	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

SWPS is a closed campus, students cannot leave without parental permission. SWPS provides a drug-free/tobacco-free environment. Lots and entrances/exits are monitored before and after school and during the breaks. School meets all fire/health codes. School communicates with surrounding businesses to assure community satisfaction. Participates in www.alertrecall.com

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. Brian Shipman	(928) 875-3175
Transportation Policy	Mr. Frankie	(623) 875-3175
Community Resources	Ms. Addidson Shipman	(623) 875-3175
School Nutrition Programs	Education Network Meals	(623) 875-3175
Parent Organization	Mr. Brian Shipman	(623) 875-3175
Student Health/Nurse	Mrs. Kim Gustufson	(623) 875-3175

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.